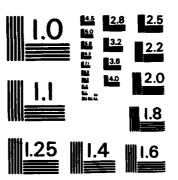
JOB LANGUAGE PERFORMANCE REQUIREMENTS FOR MOS 64C MOTOR TRANSPORT OPERATO. (U) DEFENSE LANGUAGE INST LACKLAND AFB TX ENGLISH LANGUAGE CENTER. 11 JUL 77 AD-A121 078 172 F/G 5/9 UNCLASSIFIED NL



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JOB LANGUAGE PERFORMANCE REQUIREMENTS FORA64C

MOTOR TRANSPORT OPERATOR

REFERENCE SOLDIER'S MANUAL DATED

11 July 1977

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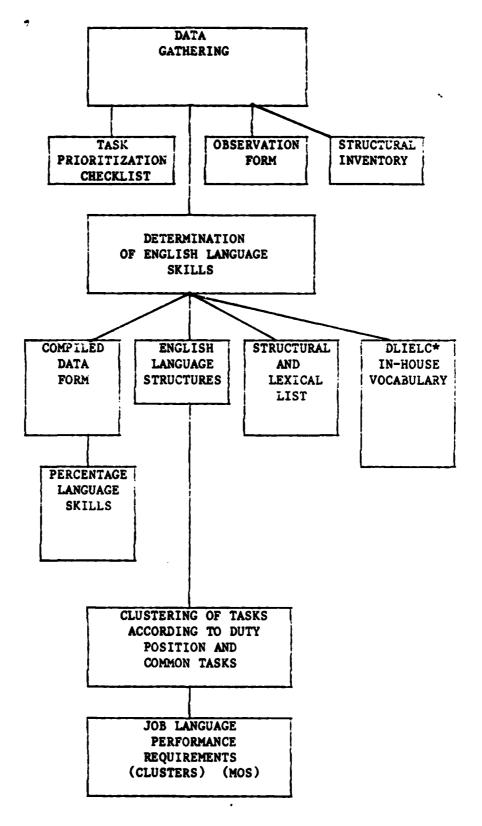


FIGURE 1

^{*}Defense Language Institute English Language Center

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Job Language Performance Requirements	(JLPR) Task Inventory	
Lexical Analysis	Common Tasks	
Structural Analysis	Listening	
English Language Skills	Speaking Reading	
Task Prioritization Checklist 20. ABSTRACT (Continue on reverse olds If recessory and ide	Mily by block number)	
The Job Language Performance Requirem mine language tasks the soldier must language skills (listening, reading,	ents (JLPR) study was conducted to e do in studying/performing job tasks	. The

Army job task were identified, conditions studied and standards determined. The data that generated the JLPR is identified.

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PREFACE

INSTRUCTIONS FOR REVIEW OF JOB LANGUAGE PERFORMANCE REQUIREMENTS

This report is organized in six main sections. Sections I-IV discuss methods, forms and rationale for gathering, organizing and analyzing research data used to develop Job Language Performance Requirements (JLPR). Please look through these sections to get a general understanding of the background underlying the JLPR. Sections V and VI are the major substantive portions of the analysis. They are the results of the analysis and constitute the basis for developmment of any MOS-oriented English language materials. Section V contains the JLPR by cluster/topic, while Section VI contains the JLPR covering the entire range of clusters/topics.

The appendices, one through eight, contain all the information used to determine the Job Language Performance Requirements. Please write any suggestions or changes airectly on the document or attach additional notes, if necessary.

The points covered in the six major sections are supported in greater detail in eight appendices. Below is an overview of these appendices.

Appendix one contains the Task Prioritization Checklist. It was taken to the field to collect the raw data. This form was approved for use by the Department of the Army.

Appendix two contains the Task Inventory Compiled Data Form. It was used to organize data from Unit and AIT respondents.

Appendix three defines the language skills by percentage. This form includes computations of language skills for each task cluster.

Appendix four contains the Observation Form used in the recording of types of listening and speaking skills required, as seen by observers, in the learning and performing of a task. The variety of environmental situations is also included on this form.

Appendix five contains the final list of structural and lexical items found through data gathering and organization.

Appendix six contains the DLIELC in-house vocabulary list. This is a task by task listing of the vocabulary extracted from the Soldier's Manual.

Appendix seven contains the machine-generated vocabulary for this MOS prepared by the United States Army Training and Doctrine Command (TRADOC), Fort Monroe, Virgina.

Appendix eight contains the list of structural and lexical items requisite to this MOS.

Thank you for your cooperation. It is greatly appreciated.

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SECTION I

DATA GATHERING

INTRODUCTION

This section discusses the procedures and forms in the gathering of data used to determine the Job Language Performance Requirements for this MOS.

SECTION I: DATA GATHERING

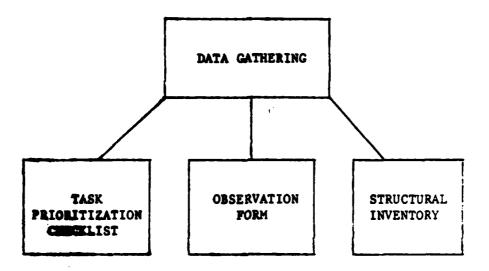


FIGURE 2

In order to establish Job Language Performance Requirements for this MOS the curriculum development specialists at the Defense Language Institute English Language Center (DLIELC) analyzed the current learning and working situations, and individual tasks. The goal was to collect data which would help identify the Job Language Performance Requirements pertinent to this MOS.

To conduct this analysis, training specialists visited the AIT School and Unit cadre. Interviews were conducted using a Task Prioritization Checklist, (Appendix 1). For each task, first-line supervisors answered the following questions:

- 1. Is the task taught?
- 2. How is the task taught?
- 3. Is the task tested?
- 4. How is the task tested?
- 5. How important are speaking, listening, reading and writing in learning and performing the task?
- 6. What are the results of poor performance in performing the task.

Additional data were gathered through use of an Observation Form and an analysis of language structures in the Soldier's Manual for this MOS.

The Observation Form (Appendix 4) was used to record actual observations of the learning situations, populations, tasks, and language.

The lexical and structural analysis was done by a panel of language specialists who first listed all structures found in the Soldier's Manual for this MSS and then all structures, standard and non-standard, noted on the Observation Forms for all vocabulary from the Soldier's Manual. All lists were then combined into an overall lexical and structural inventory.

SUMMARY/CONCLUSION:

The tools for data gathering were:

- 1. The Task Prioritization Checklist (Appendix 1)
- 2. The Task Inventory Compiled Data Form (Appendix 2)
- 3. The Observation Form (Appendix 4)
- 4. A Structural and Lexical Inventory (consisting of rough drafts of all vocabulary and structures in this MOS).

These tools were used to form the data pool from which the Job Language Requirements were determined.

SECTION II

DETERMINATION OF ENGLISH LANGUAGE SKILLS

INTRODUCTION

This section discusses the organization of the raw data into information used to determine the English language skills pertinent to this MOS.

SECTION II: DETERMINATION OF ENGLISH LANGUAGE SKILLS

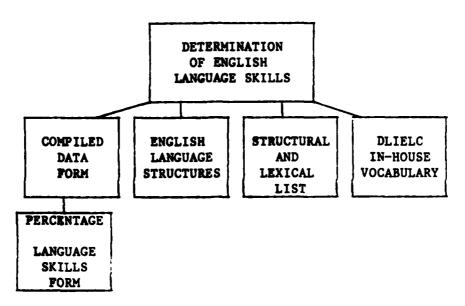


FIGURE 3

The raw data collected as described in Section II above was used to determine the English Language skills which the soldier must learn to learn and perform the task. The Compiled Data Form, Appendix 2, was used to organize the observation and analysis data. Selected information from the Task Prioritization Checklist was recorded directly on this form. Specifically three variables were used to determine the language skills involved. They were:

- 1. Methods of teaching.
- 2. Methods of testing.
- 3. The actual respondents' ratings of the four English language skills.

From each of the three variables the following skills were determined:

VARIABLE	ENGLISH LANGUAGE SKILLS
Methods of Teaching demonstration lecture hands on self-paced	listening, listening, writing listening reading, writing

Methods of Testing performance oral written

listening speaking writing, reading

Rating of English Language Skills listening speaking reading writing

*a response of 2 or 3 on a scale of 1 to 3 was tallied

a response of 1, 2, or 3 on a scale of 1 to 5 was tallied

*See Al

00

In order to determine the relations of the various skills in the MOS, data from the three variables were tallied on the Percentage Language Skills Form. An average was then found using the following formula:

TR + TxVxR = % of use

T = total number of tasks per cluster

V = language skill variable per cluster**

R = maximum number of respondents in any task in that cluster

TR = total tally of responses per task per skill

% of use = use of the language skill in the task

Percentages found in this MOS were:

Listening 50% Speaking 23% Reading 37% Writing 31%

As shown by the figures, <u>listening</u> is the most important skill in this MOS. However, in particular duty sections, percentages varied. Appendix 3, the Percentage Language Skills Form, shows the actual skill percentages in each duty position.

**See A3

Organization of structural and lexical items was done by comparing a structural and lexical list extracted from the Soldier's Manual with a structural inventory list extracted from ALC (American Language Center) materials through Volume 2400, at the end of which a trainee is normally qualified for Specialized English Technial Terminology training. By comparing the lists redundancies were eliminated, leaving the final list of structural and lexical items indicated by grammatical title in Appendix 5.

SUMMARY/CONCLUSION:

Organization of the data included the recording of responses on the Task Inventory Compiled Data Form, use of the Percentage Language Skills Form, and the DLIELC in-house structural analysis list. Skills were analyzed by duty section. The actual lexical items in this MOS were grouped and listed task by task. This information was then used to determine the specific Job Language Performance Requirements.

SECTION III

CLUSTERING OF COMMON AND DUTY POSITION TASKS

INTRODUCTION

Due to the overlapping of certain elements among the various MOS, tasks were clustered in order to prevent duplication of effort for each MOS.

This section contains a listing of the clusters for this MOS.

JOB LANGUAGE
REQUIREMENTS
(CLUSTERS)

JOB LANGUAGE
PERFORMANCE
REQUIREMENTS
(CLUSTERS)

SECTION III: CLUSTERING OF COMMON AND DUTY POSITION TASKS

Clustering was done by using the common and duty position tasks in the Soldier's Manual.

The following clusters are in this MOS:

- 1. FIRST AID
- 2. NUCLEAR, BIOLOGICAL AND CHEMICAL OPERATIONS
- 3. INDIVIDUAL FITNESS
- 4. BASIC INDIVIDUAL TECHNIQUES
- 5. CAMOUFLAGE
- 6. LAND NAVIGATION
- 7. M16A1 RIFLE
- 8. OPERATIONAL RECORDS
- 9. MAINTENANCE
- 10. MOTOR VEHICLE OPERATIONS
- 11. MOTOR VEHICLE OPERATION IN WARFARE OR MANEUVERS
- 14. TRANSPORTING CARGO AND PERSONNEL
- 13. DUTIES OF THE DISPATCHER

SECTION IV

JOB LANGUAGE PERFORMANCE REQUIREMENTS

INTRODUCTION

This section discusses the format for the Job Language Performance Requirements.

SECTION IV: JOB LANGUAGE PERFORMANCE REQUIREMENTS

The format for the Job Language Performance Requirements is:

TASK: CONDITION: STANDARD:

A. TASK

The Job Language Performance Requirements state the language tasks the soldier must do in studying/performing specific MOS job tasks. A task addressing language would be one of reading, listening, speaking or writing. Job tasks, as seen in the Soldier's Manual, are those which pertain to the soldiers duties. To write these as language tasks required the following explanations of what the soldier would speak, read, listen and write. Below are the kinds of explanations that had to be made in this MOS.

SPEAKING

Produces oral utterances to report/inform/explain/elicit response/respond.

Analysis of this MOS indicates verbal reports entailing those activities directly related to the soldiers job tasks.

The speaking act to respond or elicit response in this MOS is an oral response to a command or visual signal.

Speaking to explain involves situations of instruction in any training situation.

Speaking to inform involves producing oral utterances to communicate necessary information.

READING

Read for information/to learn.

Printed and written materials are used throughout this MOS. The soldier is expected to read technical manuals, fields manuals, soldier's manual, written communication and sudio-visual aids. Content of these materials is presented in formats and styles ranging from simple factual words or sentences to complex passages containing highly technical vocabulary, often with ellipsis. The purpose is to teach the student, so the student reads them to learn. Reading to learn involves reading names, attributes, information, procedures, explanations of how systems work, concepts, vocabulary terms, and definitions which are committed to short or long term memory for immediate or later recognition.

Basically, the soldier will use these reading materials to supplement what is stated in a lecture by integrating the information from the different texts or written communiques into his understanding of the previous lecture.

The soldier must develop the ability to understand the words in context, to read in thought units, and then select and understand the main ideas. The soldier must retain, apply, and integrate these ideas with past experience to use in his MOS.

Reading to learn, then, is a synthesis. What is read is to be retained in memory for integration in new experiences.

Reading for information, on the other hand, is quite different. The read material is to be retained only in short term memory, used for a specific purpose (i.e., look up a metric equivalent of 37 pounds) and then forgotten.

LISTENING

Listen to oral information to learn/to report.

In this MOS, lecture is a main method of instruction. The lecture is often supplemented by a demonstration. The soldier listens to the lecture to learn data pertinent to the task. Analysis of lecture presentations indicated many language variables. The soldier hears sub-standard usages, various registers of style and formality, colloquialisms, even profanity, in situations ranging from a barracks to a field. The soldier must differentiate between the types of language functions. Is it expression, exchange, description, explanation, argumentation, persuasion, statement, request, or order? The oral information may be directly from the speaker and/or indirectly such as over the telephone, radio, TV, or tape. The soldier must organize and gain meaning from what is heard. Out of all these variables, the soldier must identify or infer the main ideas or major points.

Analysis of this MOS did not and could not specify all types of spontaneous language the soldier would be exposed to. The POI, though, does show the general form of the constrained oral language the soldier must listen to in order to learn the task.

B. CONDITIONS

The condition is what the soldier will be given in order to do the task. For the MOS job, the soldier is given paper, pencil, and printed materials. For language purposes, he will be given certain structural and lexical features as found through the data gathering and organizing from interviews and observations. Again, for the job that the soldier will be given, the material may be under normal working conditions, though other conditions may be added such as with or without protective gear or in darkness.

The soldier will read lists, tables, procedures, checklists or signs, and will hear scenarios, lectures, explanations, and commands. Therefore, these are listed with the Job Language Performance Requirements as possible conditions.

C. STANDARDS

The standard for our purpose is 100%. A standard for understanding or speaking cannot be tested as saying the soldier will disassemble a .45 caliber pistol in eight minutes. Because of this, 100% understandable speech or 100% legibility is used as a reference.

SUMMARY/CONCLUSION:

The Job Language Performance Requirements including tasks, conditions, and standards, were first written for each task cluster. The clusters were then combined into the Job Language Performance Requirements for the entire MOS.

SECTION V

JOB LANGUAGE PERFORMANCE REQUIREMENTS (CLUSTERED)

INTRODUCTION

Sections I, II, III, and IV described how Job Language Performance Requirements were identified and constructed.

This section contains the Job Language Performance Requirements for each task cluster pertinent to this MOS.

FIRST AID

I. PERCENTAGE LANGUAGE SKILLS

Listening 47% Speaking 28% Reading 41% Writing 31%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:

Listen to learn

CONDITIONS:

Given oral instructions in any training situation

(Appendix 4), using standard and non-standard struc-

tural and lexical items (Appendices 5 & 7)

STANDARDS:

100% understanding of oral communication

TASK:

Produce appropriate oral responses spontaneously or

upon request

CONDITIONS:

Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), using standard and non-standard struc-

tural and lexical items (Appendices 5 & 7)

STANDARDS:

100% understandable oral responses

TASK:

Read to learn

CONDITIONS:

Given printed MOS training materials in the form of

instructions, warnings, procedures and references

STANDARDS:

100% understanding of printed content

TASK:

Write to inform

CONDITIONS:

Given a requirement to write in any training situation

(Appendix 4), using standard and non-standard struc-

tural and lexical items (Appendices 5 & 7)

STANDARDS:

100% understandable and legible written content

III. TASK NUMBERS AND TITLES

551-64C-0122 Perform Artificial Respiration Using Chest

Pressure-Arm Lift Method

551-64C-0123 Perform Artificial Respiration Using Mouth-

To-Mouth Method

551-64C-0124 Stop The Bleeding

· 551-64C-0125 Administer Shock Control Measures To A Casualty

551-64C-0126 Apply First Aid Treatment To Burns

551-64C-0127	Apply First Aid Measures To Fractures
551-64C-0128	Apply First Aid Measures For Removing A
	Foreign Object From The Eye
551-64C-0129	Apply First Aid Measures To A Heat Casualty
551-64C-0130	Apply First Aid Measures To A Cold Weather
	Casualty

NUCLEAR, BIOLOGICAL AND CHEMICAL OPERATIONS

I. PERCENTAGE LANGUAGE SKILLS

Listening 66% Speaking 36% Reading 55% Writing 61%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn

CONDITIONS: Given oral instructions in any training situation

(Appendix 4), using standard and non-standard struc-

tural and lexical items (Appendices 5 & 7)

STANDARDS: 100% understanding of oral communication

TASK: Listen to perform

CONDITIONS: Given oral warnings or verbal commands regarding

simulated NBC situations (scenarios) in any training

situation (Appendix 4), using standard and nonstandard structural and lexical items (Appendices

5 & 7)

STANDARDS: 100% understanding of oral utterances

TASK: Produce oral utterances to inform and respond

CONDITIONS: Given NBC situations requiring oral alarms

STANDARDS: 100% understandable oral communication

TASK: Read to learn

CONDITIONS: Given printed MOS training materials in the form of

warnings, procedures, definitions, captioned illus-

trations, manuals and references

STANDARDS: 100% understanding of printed content

TASK: Write to inform

CONDITIONS: Given a requirement to write in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

STANDARDS: 100% understandable and legible written content

III. TASK NUMBERS AND TITLES

551-64C-0001 Give NBC Alarms

551-64C-0002 Put On Protective Mask

551-64C-0003 Post NBC Markers

551-64C-0004 Perform Self-Decontamination And Decontamination

Of Equipment And Supplies Following A Chemical

Attack

551-64C-0005 Perform Self-Decontamination and Decontamination

Of Equipment And Supplies Following A Biological

Attack

551-64C-0006	Apply First Aid To A Chemical Casualty
551-64C-0007	Inspect And Clean The M17 Protective Mask
	And Carrier
551-64C-0008	Perform Mask-To-Mouth Resuscitation
551-64C-0009	Perform Self-Decontamination And Decontamination Of Equipment And Supplies Following A Nuclear Attack
551-64C-0010	Take Protective Measures Against Exposure While Crossing A Radiologically Contaminated Area
551-64C-0011	Take Defensive Actions Against A Radiological Hazard

INDIVIDUAL FITNESS

I. PERCENTAGE LANGUAGE SKILLS

Listening 57% Speaking 33% Reading 22% Writing 17%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:

Listen to learn and perform

CONDITIONS:

Given oral instructions or verbal commands in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices

5 & 7)

STANDARDS:

100% understanding of oral communication

TASK:

Produce appropriate oral responses spontaneously

or upon request

CONDITIONS:

Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), using standard and non-standard struc-

tural and lexical items (Appendices 5 & 7)

STANDARDS:

100% understandable oral responses

III. TASK NUMBERS AND TITLES

551-64C-0031 Maintain An Appropriate Level Of Physical Fitness

(Male Soldiers)

551-64C-0032 Maintain An Appropriate Level of Physical Fitness

(Female Soldiers)

BASIC INDIVIDUAL TECHNIQUES

I. PERCENTAGE LANGUAGE SKILLS

Listening 44%
Speaking 20%
Reading 33%
Writing 20%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:

Listen to learn

CONDITIONS:

Given oral instructions in any training situation

(Appendix 4), using standard and non-standard

structural and lexical items (Appendices 5 & 7)

STANDARDS:

100% understanding of oral communication

TASK:

Read for information

CONDITIONS:

Given printed MOS training materials in the form

of procedures, definitions, manuals and references

STANDARDS:

100% understanding of printed content

III. TASK NUMBERS AND TITLES

551-64C-0150 Maintain Individual Clothing And Equipment

CAMOUFLAGE

I. PERCENTAGE LANGUAGE SKILLS

Listening 40% Speaking 25% Reading 38% Writing 25%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Lis

Listen to learn and perform

CONDITIONS: Given oral instructions in any training situation

(Appendix 4), using standard and non-standard struc-

tural and lexical items (Appendices 5 & 7)

STANDARDS:

100% understanding of oral communication

TASK:

Produce appropriate oral responses spontaneously or

upon request

CONDITIONS:

Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), using standard and non-standard struc-

tural and lexical items (Appendices 5 & 7)

STANDARDS:

100% understandable oral responses

TASK:

Read for information

CONDITIONS:

Given printed MOS training materials in the form of

instructions, explanations, procedures, manuals and

references

STANDARDS:

100% understanding of printed content

TASK:

Write to inform

CONDITIONS:

Given a requirement to write in any training situation

(Appendix 4), using standard and non-standard struc-

tural and lexical items (Appendices 5 & 7)

STANDARDS:

100% understandable and legible written content

III. TASK NUMBERS AND TITLES

551-64C-0052 Camouflage yourself and your weapon

LAND NAVIGATION

I. PERCENTAGE LANGUAGE SKILLS

Listening 26% Speaking 12% Reading 27% Writing 15%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn and perform

CONDITIONS: Given oral instructions in any training situation

(Appendix 4), using standard and non-standard struc-

tural and lexical items (Appendices 5 & 7)

STANDARDS: 100% understanding of oral communication

TASK: Read for information

CONDITIONS: Given printed MOS training materials in the form

of marked maps, definitions, captioned illustrations,

instructions and procedures

STANDARDS: 100% understanding of printed content

551-64C-0102 Determine Elevation (Relief) On A Map

III. TASK NUMBERS AND TITLES

551-64C-0093	Determine A Magnetic Azimuth With A Lensatic
	Compass
551-64C-0094	Measure A Grid Azimuth On A Map With A
	Protractor
551-64C-0095	Convert A Magnetic Azimuth To A Grid Azimuth
551-64C-0096	Measure Ground Distance On A Map
551-64C-0097	Locate A Point On A Map Using The Military Grid
	Reference System
551-64C-0098	Orient A Map Using A Compass
551-64C-0099	Determine Your Location On A Map
551-64C-0100	Locate An Unknown Point On A Map By Intersection
551-64C-0101	Locate An Unknown Point On A Map By Resection

M16A1 RIFLE

I. PERCENTAGE LANGUAGE SKILLS

Listening 54% Speaking 25% Reading 28% Writing 23%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn and perform

CONDITIONS: Given oral instructions or verbal commands in any

training situation (Appendix 4), using standard and non-standard structural and lexical items

(Appendices 5 & 7)

STANDARDS: 100% understanding of oral communication

TASK: Produce appropriate oral responses spontaneously or

upon request

CONDITIONS: Given any verbal stimulus in the form of questions,

scenarios or instructions in any training situation (Appendix 4), using standard and non-standard struc-

tural and lexical items (Appendices 5 & 7)

STANDARDS: 100% understandable oral responses

TASK: Read to learn

CONDITIONS: Given printed MOS training materials in the form of

procedures, instructions, warnings and references

STANDARDS: 100% understanding of printed content

TASK: Write to record

CONDITIONS: Given a requirement to complete a range card

STANDARDS: 100% understandable and legible written content

III. TASK NUMBERS AND TITLES

551-64C-0071 Disassemble And Reassemble The M16Al Rifle 551-64C-0072 Inspect, Clean. And Lubricate The M16Al Rifle 551-64C-0073 Perform Battlesight Zeroing Of The M16Al Rifle

OPERATIONAL RECORDS

I. PERCENTAGE LANGUAGE SKILLS

Listening 43% Speaking 17% Reading 43% Writing 39%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn

CONDITIONS: Given oral instructions in any training situation

(Appendix 4), using standard and non-standard

structural and lexical items (Appendices 5 & 7)

STANDARDS: 100% understanding of oral communication

TASK: Read to learn

CONDITIONS: Given printed MOS training materials in the form

of procedures, directions, manuals and references

STANDARDS: 100% understanding of printed content

TASK: Write to record

CONDITIONS: Given a requirement to complete DA forms and logbooks

STANDARDS: 100% understandable and legible written content

III. TASK NUMBERS AND TITLES

551-64C-1001 Prepare DA Form 2400 (Equipment Utilization Record)
551-64C-1002 Prepare DA Form 2404 (Equipment Inspection and Maintenance Worksheet)
551-64C-1003 Prepare DA Form 2408-1 (Equipment Daily or Monthly Log) Daily
551-64C-1030 Fill Out SF 91 (Operator's Report Of Motor Vehicle Accident)

551-64C-1031 Fill Out DD 518 (Accident-Identification Card)

551-64C-1032 Perform Equipment Serviceability Criteria (ESC) In

Accordance With Applicable ESC Manual Inspection

MAINTENANCE

I. PERCENTAGE LANGUAGE SKILLS

Listening 56% Speaking 26% Reading 47% Writing 39%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:

Listen to learn

CONDITIONS:

Given oral instructions in any training situation

(Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)

STANDARDS:

100% understanding of oral communication

TASK:

Produce appropriate oral responses spontaneously

or upon request

CONDITIONS:

Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), using standard and non-standard struc-

tural and lexical items (Appendices 5 & 7)

STANDARDS:

100% understandable oral responses

TASK:

Read for information

CONDITIONS:

Given printed MOS training materials in the form of procedures, instructions, manuals and references

STANDARDS:

100% understanding of printed content

TASK:

Write to record

CONDITIONS:

Given a requirement to complete DA forms and logbooks

STANDARDS:

100% understandable and legible written content

III. TASK NUMBERS AND TITLES

551-64C-1007 Perform Before-Operation Maintenance 551-64C-1008 Perform During-Operation Maintenance 551-64C-1009 Perform After-Operation Maintenance

MOTOR VEHICLE OPERATIONS

I. PERCENTAGE LANGUAGE SKILLS

Listening 54% Speaking 18% Reading 26% Writing 24%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn and perform

CONDITIONS: Given oral instructions to perform task specific

assignments in any training situation (Appendix 4),

using standard and non-standard structural and

lexical items (Appendices 5 & 7)

STANDARDS: 100% understanding of oral information

TASK: Read for information

CONDITIONS: Given printed MOS training materials in the form of

procedures, descriptions, SOPs, manuals and

references

STANDARDS: 100% understanding of printed content

TASK: Read for information

CONDITIONS: Given printed MOS training materials in the form

of traffic signs, charts, tables, captioned illus-

trations, explanations and procedures

STANDARDS: 100% understanding of printed content

TASK: Write to inform

CONDITIONS: Given a requirement to write in any training situation

(Appendix 4), using standard and non-standard struc-

tural and lexical items (Appendices 5 & 7)

STANDARDS: 100% understandable and legible written content

III. TASK NUMBERS AND TITLES

551-64C-1011 Drive Vehicle With Manual Transmission

551-64C-1012 Park Vehicle Parallel

551-64C-1013 Operate Vehicle In Snow And Ice

551-64C-1014 Operate Vehicle In Sand 551-64C-1015 Drive Vehicle Off Road

551-64C-1016 Drive Vehicle In Motor March On Convoy

551-64C-1025	Drive Tractor And Semitrailer
551-64C-1026	Couple Semitrailer
551-64C-1027	Uncouple Semitrailer
551-64C-1028	Perform Vehicle Self-Recovery Using Winch
551-64C-1029	Prenare Vehicle For Movement/Shinment

MOTOR VEHICLE OPERATION IN WARFARE OR MANEUVERS

I. PERCENTAGE LANGUAGE SKILLS

Listening 66% Speaking 26% Reading 38% Writing 35%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn and perform

CONDITIONS: Given oral instructions to perform task specific

assignments in any training situation (Appendix 4),

using standard and non-standard structural and

lexical items (Appendices 5 & 7)

STANDARDS: 100% understanding of oral information

TASK: Produce appropriate oral responses spontaneously

or upon request

CONDITIONS: Given any verbal stimulus in the form of questions,

scenarios or instructions in any training situation (Appendix 4), using standard and non-standard struc-

tural and lexical items (Appendices 5 & 7)

STANDARDS: 100% understandable oral responses

TASK: Read for information

CONDITIONS: Given printed MOS training materials in the form

of procedures, captioned illustrations, manuals

and references

STANDARDS: 100% understanding of printed content

TASK: Write to inform

CONDITIONS: Given a requirement to write in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

STANDARDS: 100% understandable and legible written content

III. TASK NUMBERS AND TITLES

551-64C-1017 Utilize Vehicle Camouflage And Concealment 551-64C-1018 Drive Vehicle Under Blackout Conditions

551-64C-1019 Drive Vehicle Through Contaminated Area

551-64C-1020 Utilize Proper Defense Procedures When Ambushed

Or Attacked

551-64C-1021 Take Passive Defense Measures Against Air Attacks

TRANSPORTING CARGO AND PERSONNEL

I. PERCENTAGE LANGUAGE SKILLS

Listening 57% Speaking 27% Reading 39% Writing 40%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn

CONDITIONS: Given oral instructions in any training situation

(Appendix 4), using standard and non-standard struc-

tural and lexical items (Appendices 5 & 7)

STANDARDS: 100% understanding of oral communication

TASK: Produce appropriate oral responses spontaneously

or upon request

CONDITIONS: Given any verbal stimulus in the form of questions,

scenarios or instructions in any training situation (Appendix 4), using standard and non-standard struc-

tural and lexical items (Appendices 5 & 7)

STANDARDS: 100% understandable oral responses

TASK: Read for information

CONDITIONS: Given printed MOS training materials in the form of

captioned illustrations, warnings, procedures and

references

STANDARDS: 100% understanding of printed content

TASK: Write to record and report

CONDITIONS: Given the requirement to complete DA forms and

produce written reports

STANDARDS: 100% understandable and legible written content

III. TASK NUMBERS AND TITLES

551-64C-1022 Transport General Cargo

551-64C-1023 Transport Personnel In Trucks Or Buses

551-64C-1024 Transport Dangerous And Hazardous Cargo

DUTIES OF THE DISPATCHER

I. PERCENTAGE LANGUAGE SKILLS

Listening 43% Speaking 5% Reading 44% Writing 40%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK ·

Listen to learn

CONDITIONS:

Given oral instructions in any training situation (Appendix 4), using standard and non-standard struc-

tural and lexical items (Appendices 5 & 7)

STANDARDS:

100% understanding of oral communication

TASK:

Read to learn

CONDITIONS:

Given printed MOS training materials in the form

of procedures, descriptions, manuals and references

STANDARDS:

100% understandable and legible written content

TASK:

Write to record

CONDITIONS: STANDARDS: Given a requirement to complete DA forms and logbooks

100% understandable and legible written content

TASK ·

Write to inform

CONDITIONS:

Given a requirement to write in any training situation

(Appendix 4), using standard and non-standard struc-

tural and lexical items (Appendices 5 & 7)

STANDARDS:

100% understandable and legible written content

III. TASK NUMBERS AND TITLES

551-64C-1053 Process Vehicle Commitment Order

551-64C-1054 Prepare DA Form 2401 (Organizational Control Record For Equipment)

551-64C-1055 Prepare And Issue DA Form 2400 (Equipment Utilization Record)

551-64C-1056 Prepare DA Form 2408-1 (Equipment Daily or Monthly Log) Daily

551-64C-1057 Prepare DA Form 2408-1 (Equipment Daily or Monthly

Log) Monthly
551-54C-1058 Receive Completed Operational Trip Record

SECTION VI

JOB LANGUAGE PERFORMANCE REQUIREMENTS (Entire MOS)

INTRODUCTION

This section contains language tasks for each generic skill for this MOS. Listed below each task are the types of receptive or productive language activity involved.

LISTENING

TASK: Understand oral language intended to inform or instruct.

CONDITIONS: Given explanations, procedures, rules, instructions or definitions in simple to complex lexicon and syntax, formal or informal registers, casual or colloquial speech, military jargon, slang or dialectical speech in any training situation.

(Appendices 4, 5 & 6)

STANDARDS: 100% understanding and assimilation of presented oral language

task.

The following are specific conditions found in this language task:
Warnings
Described situations
Directions
Lectures
Commands, Orders
Sound tracks (films, tapes)

Standard/Non-standard English Instructions
SQT questions

TASK: Understand spontaneous oral language or language via a technical

medium - such as a radio telephone - intended to inform and

elicit responses.

CONDITIONS: Given scenarios, questions, commands or requests in simple to

complex lexicon and syntax, formal or informal registers, casual or colloquial speech, military jargon, slang or dialectical speech in any training situation. (Appendices 4, 5, & 6)

STANDARDS: 100% understanding and assimilation of oral language in order

to apply and respond.

The following are specific conditions found in this language task:

Shouting
Radio communications
Coded messages
Spellings
Conversation
Requests

SPEAKING

TASK: Formulate and produce appropriate oral responses spontaneously.

CONDITIONS: Given any verbal stimulus in the form of questions, scenarios,

instructions, or cues in any training situation.

(Appendices 5 & 6)

STANDARDS: 100% understandable oral response using correct lexicon and

syntax for the training situation.

The following are specific conditions found in the language task:

Explanations
Statements
Repetitions
Counting
Corrections
Assignments
Notifications
Oral reports
Answers
Clarifications
Information

TASK: Produce oral utterances to interact and communicate spontaneously

or via a technical medium such as radio telephone.

CONDITIONS: Given a communicative situation (Appendices 4, 5, & 6

Soldier's Manual) in any training situation.

STANDARDS: 100% understandable communication using correct lexicon and

syntax for the communication act.

The following are specific conditions found in this language task:

Requesting permission
Transmitting messages
Call signs
Vocal signals
Shout warnings
Radio communications
Target locations
Directions (N,S,E,W)
Directions, general
Requests for fire
Report on the results of fire
Challenges/Passwords
Training sessions
Interaction

Requesting information

READING

TASK: Read MOS training in the form of printed prose or graphic

representations in order to learn processes, concepts, vocabulary, definitions and identifications, to calculate

problems, intercept codes and complete forms.

CONDITIONS: Given technical, non-technical, lexical and structural features

in simple to complex printed form in any training situation.

(Appendices 4, 5 & 6)

STANDARDS: 100% understanding of printed content.

The following are specific conditions found in this language task:

Captions with illustrations.

Lists Extracts
Procedures Columns
Information Indices
Definitions Charts

Outlines Methods

Signs Technical Vocabulary

Markers Standard Operating Procedures

References Cartoons
Rules Problems
Maps Manuals

Flags Graphic Training Aids

Military Documents

I.D. Papers Regulations

TASK: Identify, understand, and interpret written utterances pertinent

to MOS training in technical or non-technical language.

CONDITIONS: Given technical, non-technical, lexical and structural features

in simple to complex written form in any training situation.

(Appendices 4, 5 & 6)

STANDARDS: 100% understanding of written content.

The following are specific conditions found in this language task:

Lists

Information
Descriptions

Radiation readings off dosimeter

Coordinate scales Callsigns-suffices Three-letter codes

Examples Calculations Markings

Radio communications

Range cards

Notes Messages

VI-5

WRITING

TASK: Upon instruction, write in conventional orthography, letter,

numbers, words or sentences appropriate to the training

situation.

CONDITIONS: Given standardized forms, paper or answer sheets and the

instructions to list, answer, describe or recall.

STANDARDS: 100% syntactical and lexical correctness and legibility of

writing which is also appropriate in style and usage to training

situations. (Appendix 4)

The following are specific conditions found in this language task:

Ratings
Signatures
Range cards
Data symbols
Answers
Descriptions
Notes
Reports

TASK: Write, in conventional orthography, letters, or specialized code,

numbers, words or sentences in order to transmit or record

information.

CONDITIONS: Given standardized forms or paper and oral communication.

STANDARDS: 100% syntactical and lexical correctness of writing which can

be read by another speaker of English.

The following are specific conditions found in this language task:

Technical forms

Codes

Grid coordinates Decoded messages Encoded messages

Logbooks

Plottings

Figures

Reports

Tags Range cards

Applicable DA forms

APPENDICES

- 1. Task Prioritization Checklist
- 2. Task Inventory Compiled Data Forms
- 3. Percentage Language Skills
- 4. Observation Form
- 5. Structural/Lexical list
- 6. Vocabulary (DLIELC in-house)
- 7. Vocabulary (machine-generated)
- 8. English Language Structures

APPENDIX 1

TASK PRIORITIZATION CHECKLIST

This Checklist was approved by the Department of the Army in 1980.

	(PRESENTLY TING IN) (PRESENTLY TING IN) MOS IN WHICH YOU WERE TRAINED: POSITION: UNIT:
	*RATING: 1=low 2= med
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APPENDIX 2

TASK INVENTORY COMPILED DATA FORM

This form was used to record data from the Task Prioritization Checklist.

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METHO OF TEST	performance	71 1 1 7 7 1	33:111 33/11	331	
ODS	self-paced hands-on		3/1 3/1	8	33) 33)
METHODS OF TEACHING	demonstration lecture	71 371			741
	danger to	न्। जिल्ला		2 1 3 3 4 4 4 4 4 4 4 4	
CRITICALITY	equipment	:11 4:11 4:11 1	N21 N21		
CRI	importance	Q1 Q21	841 4:1	201	
	difficulty?	41 041	वतः विदा	Gill Bai	GA III
AIT	tested?				
	taught?		. 6 : 6 111.11.11.11.11.11	11241111123	<u> </u>
. E		101-3	C- 101 -	10/-1	/-:
TASK NUMBER		101-141-1013	651-546-1019 151-641-1020	1601-149-155	51 byc-1.33
		הרעפים הרעפים	STARE OF WAN	WAS and	75 000 0. 3 000 0954 00 28 00

1	Mns	<u>ં</u>			NUMBER OF F	ESPONJENTS			
PAGE 10	DATA OBTAIN	ED FROM				TRAINING	SPECIALIST		
RATING OF ELS	writing reading speaking listening written			┝╋╋╇╇		-1-1-1-1-1-1			
METHODS OF TESTING	oral performance seif_paced					\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \		77 77 77 77 77 77 77 77 77 77 77 77 77	
WETHODS V OF TEACHING	demonstration		*	' 	ीति तुप्तिवस्य	1 14 <u>4</u> 1 11			: [;
CRITICALITY	dang person or equipment importance	4001	11 13 1 11 10 10			9,53			
TIND	difficult?	041 44	- 1 2		:404174.11	.1111111 :2001111	का भारत		,
	MOSDATA OBTAINE	D FROM_			NUMBER OF		S SPECIALIST		
RATING OF ELS	writing reading speaking listening		3						
METHODS OF TESTING	written oral performance								1
METHODS OF TEACHING	self_paced hands_on demonstration lecture	:	3 i i i i i i i i i i i i i i i i i i i					 	<u>.</u> ¶
CRITICALITY	danger to person or equipment importance			201. 301.					
AIT	difficulty? tested? taught?			C7; 1	1-0, 1-1 4-1	971 11			
TASK			5X1-149 155	151 616- 1057	27.6Vr. /055	511 by 10%	151.686-1057	55.7 LVC 105#	

DULLES OF THE DISPOSE

APPENDIX 3

PERCENTAGE LANGUAGE SKILLS

This appendix contains the computations for the percentages of listening, speaking, reading and writing involved in each cluster.

Some clusters have two sets of computations because some Task Prioritization Forms were received after original computations and had to be added on.



PERCENTAGE LANGUAGE SKILLS MOS 64C

	1		.303 67 C		
	FORMULA	LISTENING	SPEAKING	READING	WRITING
STREET	*	-demonstration	-oral (test)	-self-paced	-lecture
נטמני	3	-lecture	-rating (scale)	-written (test)	-self-paced
;	(T)(V)(R)	-hands-on		-rating (scale)	-written (tes
	£	-performance	·	·	~rating (scale
	÷	(test)			
		-rating (scale)	•		
-	Cluster	5 = 100%	2 = 100%	3 - 100%	4 .= 100%
	FIRST A10	9x5x6=270	9x2x6=108	9×3×6=162	9xxx6=216
1		24	8	24	18 24
		18 26 21 270 (126.000	<u>22</u> 30	// 32	14 11
-		21 270 (126.000	. 278	32 67	14
	551-640-0122	126	108/30.000	162 (67.000	67
	THRU 551-640 · 0130	120			216/67.000
:					
-		47%	28%	41%	31%
	NBC	II X5X /= 5T	1/X2x1= 22	11x3x1= 33	112421= 44
		9 .655	000/8	9	9
		9 .655 9 55736.000	8	9 0 18	9
		7 36	.364	18 . SXF	27
٤	551-646-0001	36	22/8.000	33/18.000	.614
2	THRU 51-646-0011				44/27.20
H		667.	36%	2220	
7	NOIVIEUNL				6/93
ľ	FITNES				2×4×6=48
	1	4 .567 4 60/34.000 11 34	3 5 7 323	224	y 2
	į	9 00/34.000	8 .333	4.	2
		1/	24/8.000	· -	8
53	51-640-0031	57		36/8.000	48/8.000
5	51-640-0032				10/8.000
_		57%	33%	22%	17%
				7	
	j		. '	7	

PERCENTAGE LANGUAGE SKILLS MOS LYC

READING WRIT **SPEAKING** LISTENING FOR. TLA -self-paced -lecture -oral (test) -demonstration -written (test) -self-paced -lecture -rating (scale) -rating (scale) -written (tes -hands-on -rating (scal -performance (test) -rating (scale) 3 - 100% 4 = 100% 2 = 100%5 = 100% Cluster BASIC INSTITUTIONE /X5X5=25 1X2X5= 10 1X3X5= 15 1X4X5= 20 TECHNIQUES . 333 15/5.000 531.640.0150 25/11.000 20% 33% 44% 20% 1X5X8=40 1X3X8=24 1X4X8= 32 1X2x8:16 CAMOUFIAGE 400 40 16.000 375 551-641-0052 38% 250% 4000 25% LAND NAUKATION 10x5x5= 200 10x 2x5= 100 10x4x5=20: 10x3x-=150 20 16 250/64.000 18 551-640-0093 100 (12.000 150 40.000 THRIS 531-646-0102 12% 2770 26% 1200

T = number of tasks in ' > cluster

V = variables

R = maximum number of respondents in any task in that clus

PERCÉNTAGE LANGUAGE SKILLS MOS 640

	FORMULA	LISTENING	SPEAKING	READING	WRITING
clust	×	-demonstration	-oral (test)	-self-paced	-lecture
	2	-lecture	-rating (scale)	-written (test)	-self-paced
that	+ (T)(V)(R)	-hands-on		-rating (scale)	-written (test
ın	(£)	-performance		•	-rating (scale
task		(test)			
any	IR	-rating	•		
umber of respondents in a	Cluster	(scale) 5 = 100%	2 = 100%	3 - 100%	4 .= 100%
	MIGAL RIFLE	3×5×8= 120	3x2×8= 48	3x3x F: 72	3×4×8= 96
	551-64C-0071 THRU 557-64C-0073	10 .542 16 120 (65,000 11 19 65	5 7 12 .250 48/12.000	9 1 20 278 72 20.000	9 9 9 22 22 96 (22.000
шах і ш.		5490	25%	28%	23%
# *	DPC: A TIONAL RECORDS 51-64C-1001 51-64C-1003 51-64C-1030	6×5×8= 240 22 11 29 20 21 240 103.000 103	6×2×8= 96 5 11 16 .167 96/16.000	6x3x8=144 16 17 29 62 .431 144/62.000	6x yx8= 192 11 16 17 31 75 .391 192 (75.000
	51-646-1032	43%	17%	43%	39%
	MAINTENANCE	3×5×9=135 14 7 17 17 135/75.000	3x2x9=54 5 14	3x3x9=8/ // 8 /9 38	3xyx9=108 7 11 8
	551-640-1007 THRW 557-640-1009	18 75 T	. 259 54 [14.000	. 469 81/38.000	16 42 .389
1		5690	26%	47%	39%
			3	53	

= total number of responses to variables in the cluster = number of tasks in thr luster = variate = maxim. umber of respondents in any task in that

PERCENTAGE LANGUAGE SKILLS MOS LYC

1					
FORMULA	LISTENING	SPEAK ING	i (DING.	WRIT	
36	-demonstration	-oral (test)	-self-paced	-lecture	
· ·	-lecture	-rating (scale)	-written (test)	-self-paced	
(T)(V)(R)	-hands-on		-rating (scale)	-written (te	
E	-performance (test)		·	-rating (sca	
AT.	-rating (scale)	•			
Cluster	5 = 100%	2 = 100%	3 - 100%	4 = 100%	
MOTOR VEHICLE OPERATIONS	11x5x 1= 440	11×2×8=176	11x3x8=264	11XYX 8= 352	
	37	3 28 31	25	33 25	
	52 ,539	31	16 28 69	16	
551-646-1011 THW	57 440/237,000	. /76		12 86	
551-646-1016	<u>58</u> 237	. 17 <u>6</u> 176 / 31.000	264/69.000	ر .	
51-64C-1025 THW 51-64C-1029	·		- (, 0), 500	352/86	
	54%	18%	26%	24%	
MOTOR VEHICLE OPERATION IN WAREARE OR MANEUVERS	5x 5x 8: 200 21 19 .655 29 200 (131.000	5X2X9=80 5 16 21	5×3×8= 120 13 14 18 45	5×4×8= /60 19 13 14	
551-64C-1017 74RU 551-64C-1021	30 131	.263 80/21.000	.375 120/45.000	160/56.000	
	66%	26%	38%	35770	
TRANSPORTING CARGO AND	3x5x8:120	3x2x8= 48	3x3x8=7L	3x4x8=96	
PERSONNEL	8 13 16 13 18 68 .57	. 27/	9 /0 .	13 9 9 7 38	
557-64C-1022 	120/68.000	48 (13.000	72/28.000	96/38.00-	
	57%	2790	3900	40%	
		U	60		

TR = total number of responses to variables in the cluster
T = number of tasks in the luster
V = variables
R = maximum number of respondents in any task in that clus

PERCENTAGE LANGUAGE SKILLS MOS 64C

LISTENING **SPEAKING FORMULA** respondents in any task in that cluste. -self-paced -lecture -oral (test) -demonstration -written (test) -self-paced -rating (scale) -lecture -rating (scale) -written (test -hands-on -rating (scale -performance (test) -rating (scale) 4 - 100% 3 - 100% 5 = 100% 2 = 100% Cluster 6x5x 8=2% 6x2x 8= 96 DUTIES OF THE 6x3x8=144 6×4×8= 192 13724 DISPATCHER 12 17 19 12 19 551-646-1053 THEW 551-640-1018 240/104,000 44% 40% 4300 5% 11

The cocal Mumber of responses to variables in T = number of tasks in the cluster

T = number of V = variable R = maximu.

APPENDIX 4

OBSERVATION FORMS

The attached forms were taken to the actual training where observers recorded actual training situations and language used in the training. These forms were used to indicate the CONDITIONS for the Job Language Performance Requirements in this MOS.

MDS		PERSON RECOR	@ING	10CATION (UNIT/AIT			
SUBJECT_			* TASK NUMBE				
<u>Ph</u> . <u>.1</u>	Environment of Instruction	<u>n</u>		•			
A. Class	room						
	Areas (live firefield- ma						
C. Large enclosed area (bleacher sites)							
(Warehouse size)		Stv1es	of Communication	Instructor, Verbal orders			
D. Other Comments:		, or orimuliate		instituctor, verbar orders			
Comments		A. For	rmal Speech				
			ormal Speech				
		C. Reg	ional/Ethnic				
			ly Language	•			
•		E. Pro					
			p talk/slang	_			
			-standard Englis	h			
Media of	Instruction	I. Oth Comment	- -				
		Comment	.s:				
A. ilms							
	cassettes						
	ic Training Aids (diagram trations (requiring rea		na readina)				
E. Maps	trations (reduiting rea	dingline reduit	ing reading)				
F. Mock-	une						
	s/Aimulate						
н. 🔧			Mode of Response				
	parencies	•					
	cassettes		A. Manipulating	a piece of equipment/device			
K. Train	ing Publications (require		B. Answers (spo)	ken - written)			
L. Signs	/Notices		C. Signals				
M. P.A.			D. Performance				
N. Norma			E. Taking Notes				
	er's Manual		F. Teamwork				
P. Chalk			G. Other				
Q. Ither			Comments:				
Comments:		•					
,							
<u> </u>							
•			•				
•							
·,	•						
Instructi	onal Ratio						
n							
1. Instr	Instructor; oug-to-one/class Peer/one-to-one						
o. reer/	one-to-one	- of instructions	of whom one too	when one portion of the whole			
uroup مر		h of Tuerinctors	or whom one tea	ches one portion of the whole			
	ll (12 or less) ge (more than 12)						
h. Gar	_						
orments:							
·							

APPENDIX 5

STRUCTURAL/LEXICAL LIST

Attached is the list of structural and lexical items for this MOS. (For discussion, see Section II)

STRUCTURAL ITEMS

SENTENCE PATTERNS

SIMPLE: One subject and one predicate

- 1. Subject and action verb Firer aims.
- 2. Subject and action verb and direct/indirect object Many things cause burns.
- 3. Subject and linking verb and subjective complement This is very important.

COMPOUND: Two or more sentences joined by:

1. Coordinating conjunction

Explain the task and ask the trainees if they understand the task, and the conditions they are expected to perform at the end of the session, the conditions under which they must operate, and the standard they must achieve.

2. Conjunctive adverb

Do not start or stop the vehicle while the radio is on or you may damage the set.

3. Semicolon

A light pressure is exerted on the driving spring when the bolt is forward; however, never attempt to cock the gun while the backplate is off and the driving spring assembly is in place.

COMPLEX: One or more dependent clauses

1. Adjectival (functions as an adjective by modifying nouns and pronouns)

At the bottom of the map you will find three different bar scales which will help you to change map distance to miles, meters, or yards.

- 2. Adverbial (functions as an adverb by modifying verbs, adjectives, and other adverbs) The mouth-to-nose method is performed in the same way except you blow into his nose while you pinch his lips closed with one hand.
- 3. Noun (functions as a noun) The person who is performing artificial respiration quickly blows into the casualty's lungs after each five compressions.

SENTENCE TYPES

1. INTERROGATIVE

(do, does, modal, wh-, tag, inverted) But what about the other 15 meters?
Ask, "What is there?"

2. DECLARATIVE

Classified information will not be discussed over the telephone.

3. EXCLAMATORY

HALT!

4. IMPERATIVE

Issue the challenge in a soft voice and wait for the (requests, commands, second person (singular/plural, negative/affirmative), First and second person (let's)) stranger to reply with the correct password.

5. ELLIPSIS:

Split the bracket until fire for effect is possible. Most common type of ellipsis--subject deleted

6. FRAGMENT

Movement to occupy a position. All other parts.

ADVERBIAL CLAUSES

1. PURPOSES

Training must be conducted so that at least 80% of the students can accomplish the task trained to the standards specified for the task.

2. CONTRAST

Although natural terrain features are likely not to change and make good reference points to orient a map, you may also use manmade features such as roads, bridges, etc., to orient your map.

3. COMPARISON

Place suitable material under him as well as over him if necessary.

4. RESULT

Blending is the use of camouflage materials on, over, and around an object so that it appears to be part of the background.

5. MANNER

Take deep breath and place mouth around soldier's mouth; then, blow forcefully as you observe his chest.

6. TIME

When you have to go a certain distance on foot without any landmarks to guide you, you can measure distance pretty accurately by counting your paces.

Split the bracket until fire for effect is possible.

7. PLACE

Loosen clothing at neck, waist, and other places where it tends to bind.

8. CAUSE

Be careful not to depress the trigger, since this will cause the firing pin to be relessed.

9. ADVERSATIVE

The casualty has no fractures, but has a bleeding wound.

10. CONDITION

If it isn't, your rifle can still fire, but it could possibly explode, causing you harm.

PHRASES

1. GERUND

(upon) Hearing the correct password, give permission to pass if you have no other reasons to doubt.

2. PARTICIPIAL

Using a straightedge draw a line between the two objects.

3. INFINITIVE

To camouflage exposed skin paint the shiny areas with a dark color.

4. PREPOSITIONAL

<u>Under certain light conditions</u>, front sight ports can be seen, but you can't determine whether you are looking through, above, or to the side of the rear sight aperture.

LEXICAL ITEMS

ADJECTIVALS

"rifle bore cleaner"
"waste material"
"burning residue"
"semi-fixed ammunition"
"extracting/loading ammunition"
"firing hammer"
"four life-saving steps"
"chest/heart massage"
"tourniquet material"
"field material"
"field condition"
"mouth-to-mouth resuscitation"

ADJECTIVES

1. WORD + ABLE

AVAILABLE

- 2. COMPARATIVES
 Threat main tanks are smaller than the US main battle tanks.
- 3. SUPERLATIVES

 The most dangerous targets are those that see you, have the capability of killing you, and appear to be preparing to engage you.

PRONOUNS

- 1. INDEFINITE

 Have someone walk the FDL (if enemy situation permits), and determine dead space (sections of FDL where individual drops below line of sight).
- 2. POSSESSIVE
 Shake his shoulder and shout, "Are you OK.?".
- 3. SUBJECTIVE
 This will give you correct nomenclature.
- 4. OBJECTIVE
 It will also give you the correct functioning.
- REFLEXIVE Keep yourself clear of the muzzle.



VERBS

1. VERB TENSES

Make sure you clearly understand the task you are to teach.

- --You will be tested.
- -- If they elect to take it, they must complete the test once they have begun the first event or else they will receive a NO GO for the entire test.
- -- If the soldier is breathing, mouth-to-mouth resuscitation is not necessary.
- --When all 10 pebbles have been moved to the left pocket, you have traveled one kilometer.
- -- Have someone walk the FDL and determine dead space.
- -- Sensing is an instantaneous determination by the grenadier as to where the grenade exploded.

present progressive verb present verb (uninflected, third person, indicative) past tense (regular/irregular) present perfect future

2. TYPES

intransitive (You) train for results.

transitive Mask the casualty.

linking
The skin becomes inflamed.

3. VOICE

active

recognize	appear	has
protect	seek	must be
is facing	secure	wipe
remove	wear	rinse
expl <i>o</i> de	mask	put brush
sounds	stored	em pt y
points out	do require	reassemble
seen	could affect	reinstall

passive

given
is protected
is sprayed

are alerted are reported have been corrected are authorized be corrected

passive+verb+ing
"task will be performed
using procedures"
modal+passive voice
"can be determined"
modal+negative+passive
"must not be eliminated"

4. MODALS

You <u>must</u> demonstrate, once every 6 months, that you <u>can</u> meet or exceed the <u>minimum</u> level of physical fitness required of each member of your unit in accordance with the standards contained in AR 600-9.

Personnel over the age of 40 may elect not to take the APFT. The pulse should be found in the soft area between the Adam's apple and the large muscle on the side of the neck.

Injury or death could result.

During surveillance the operator will have to adjust the range focus to get a sharp image at different ranges.

"might have to be placed"
"be"
"will be given"
"should be"
"must"
"must be"
"can"
"can be"
"may be"
"should no: be"

5. AUXILLIARIES

(do, does, negative)

Do not zero in under 100 meters.

If the round does not fall within 5 meters of target, zeroing procedures are called for.



GERUNDS

Sensing is an instantaneous determination by the grenadier as to where the grenade explodes with respect to the target.

INFINITIVES

To fire, hold the MI6Al in the rest with your right shoulder firmly against the weapon's butt plate.

ADVERBS +

1. SUPERLATIVE

When such a line of fire exists, the primary sector will be assigned, based on it, with the FDL being the sector limit closest to the friendly troops.

2. INDEFINITE

The launcher has a heavy coat of oil on working parts, and a light coat of oil elsewhere.

3. FREQUENCY

Apply a little graphite grease to the threads of the antenna section for easy removal and to prevent the sections from seizing if they have been <u>rarely</u> removed.

4. OTHER

Assembly procedure for the grenade launcher merely reverses disassembly steps.

5. COMPARATIVE

The care, cleaning, lubrication and adjustment of the mount used with the gun are no less important.

VERBS AND PREPOSITIONS

Line up the key in the receptacle with the slot in the cable connector.

VERBS AND ADVERB

(particles)

Put on the protective mask within nine seconds of the chemical alarm and remain in the contaminated area for at least two minutes without making further adjustments to the mask.

APPENDIX 6

VOCABULARY (DLIELC IN-HOUSE)

The following vocabulary list was extracted from the Soldier's Manual task by task and then categorized into GENERAL, BASIC AND TECHNICAL vocabulary.

NOT APPLICABLE

REF: On 15 MAY 1981 agreement between TRADOC and DLIELC was reached that DLIELC In-House Vocabulary would not be produced for this MOS.

APPENDIX 7

Appendix 7 is the machine-generated vocabulary list. It was not useful for our purposes. It is included as a vocabulary reference.

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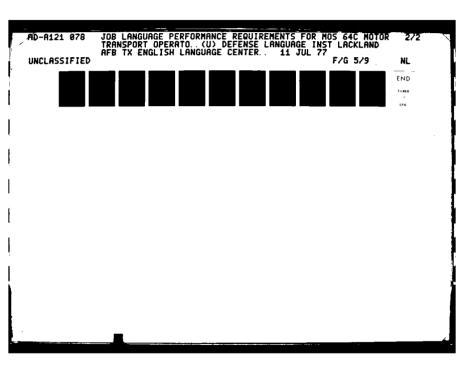
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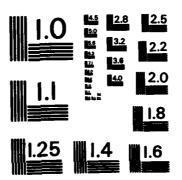
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APPENDIX 8

ENGLISH LANGUAGE STRUCTURES AND LEXICON

The following list is included as an addition to the structural and lexical list. These structures and lexical items are very basic.
(See Section II for discussion.)

LIST OF LEXICAL AND STRUCTURAL ITEMS FOR ENGLISH LANGUAGE STRUCTURES

Sentences:

A. Declarative
B. Interrogative

statement question

wh- questions
 tag questions
 yes/no questions

C. Imperative
D. Exclamatory

command, polite request

exclamation

Sentence Complexity:

A. Simple B. Compound

C. Complex

one full subject and predicate

two or more independent clauses joined by:

1. punctuation

2. punctuation and conjunctive adverb

3. coordinate conjunction

one or more dependent clauses and an

independent clause

D. Compound-Complex two or more independent clauses and one or

more dependent clauses

Verbs:

A. Concord

B. Transitive

C. Intransitive

D. Copula

E. Linking

H. Tense

Aspect

F. Auxiliaries of tense

G. Auxiliaries of modality

subject-verb agreement

takes an object

doesn't take an object

to be

connectors

will, do, did

should, ought to, must to, have to, have got to, able to, can, may, might,

could, would

present, past

perfect, progressive

Verbal Forms:

A. Present Participle
B. Past Participle

active voice passive voice

Voice:

A. Active B. Passive

subject does action

_

subject does not do action

1. agent expressed

2. agent not expressed

Nouns:

A. Singular man, pen
B. Plural men, pens
C. Count chairs
D. Mass flour
E. Possessive soldier's
F. Collective fish

Adjectives:

first, one

Adverbs:

Numbers

A. Time/Frequency immediately, today, ago
B. Place/Position here, there, everywhere
C. Manner maybe, possibly
D. Negative no, never
E. Comparison of nearest, harder
F. Degree thoroughly, completely

Articles:

A. Definite a, the B. Indefinite any, some

Pronouns:

A. Personal you

B. Demonstrative that

C. Indefinite anybody, both, each

D. Reflexive himself, yourself

E. Cases of I, me, my, mine

F. Relative who, whom, whose

G. Interrogative who, which, what

Conjunctions:

A. Coordinating and, but, or, nor
B. Subordinating because, if, as, that, after
C. Correlative either, or
D. Conjunctive adverb therefore, furthermore

Prepositions:

Simple

1. place

2. time

3. direction/motion

manner/agent/ instrument

measurement/

of

on, in

in, at, on

by, with

number amount

B. Compound:

according to, because of, by means

Vocabulary:

words from 1100 through 2400 -Elementary and Intermediate Phase of General

English materials

Special Expressions/Idioms

"knock it off" "can it, buddy"

Verb Combinations

two word verbs



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